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ABSTRACT

This booklet contains descriptions of the 13 finalists in the U.S. Secretary of Education's Program of Awards for Outstanding Adult Education Programs. The programs, which include adult basic education (ABE), English as a second language (ESL), and adult secondary education (including general educational development--GED) programs are grouped into three categories: local education agency, private agency, and postsecondary institution programs. Included among the finalists are ABE, GED, and ESL programs in Baltimore County, Maryland; Cerritos, California; Chula Vista, California; Columbia, South Carolina; Louisville, Kentucky; Newport, Rhode Island; and Washington, D.C. Three private agency programs (the Dover Adult Reading Center, the Lafayette Adult Reading Academy, and Tri-County Opportunities Industrialization Center, Inc.) and three postsecondary programs (Boise State University Adult Learning Center, William Rainey Harper College Adult Educational Development Department, and Seattle Central Community College Adult Education Program) are also included. Each program description includes the following information: program director; funding amounts and sources; number of students served in fiscal year 1988; a description of the program's objectives and activities; special program features; and a breakdown of program enrollment by educational functioning level, sex, and ethnicity. (The review criteria for the secretary's award are appended.) (MN)

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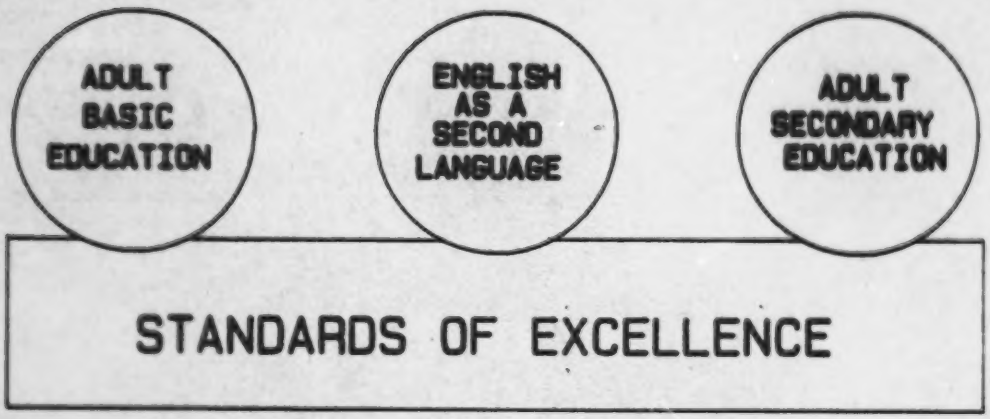
EXEMPLARY ADULT EDUCATION PROGRAMS

HIGHLIGHTS OF SECRETARY'S AWARD PROGRAM FINALISTS 1988



DIVISION OF ADULT EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

DECEMBER 1988

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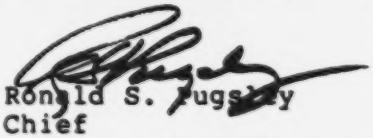
FOREWORD

One of the many rewarding aspects of the work of the Division of Adult Education is the assistance it is able to provide in the area of program improvement. The Secretary's Awards Program for outstanding adult education programs is an ideal vehicle not only for rewarding and recognizing exemplary programs but for disseminating information on "what works." The brief summaries of the thirteen finalists of the Fiscal Year 1988 competition highlight the commonalities and differences of these very successful programs. While much more enthusiastically could be said about each of the programs summarized here, it is our hope that this overview will serve as a catalyst for more direct and detailed communications between those who are interested in learning more and the program directors who signified their willingness to share their ideals and ideas through participating in the Awards Program.

Special appreciation and thanks are due to Dr. Carroll Towey, Senior Program Analyst, Program Services Branch, who served as the program officer for this Awards Program and who gathered the information and prepared the statistical charts that are incorporated into this booklet. Also to be acknowledged is the able work of Barbara Binker, Education Program Specialist, who served as editor of the narrative portions of this material, and of Shirley Dickerson, Branch Secretary, who did the typing.



Ronald S. Pugsley
Chief
Program Services Branch
Division of Adult Education

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INTRODUCTION

The Secretary's program of Awards for Outstanding Adult Education Programs is used to help stimulate interest in the improvement of instruction provided under the Adult Education Act. The Fiscal Year 1988 Departmental search for exemplary programs was, with the help of the States, conducted among the thousands of programs that together serve 3.2 million adults under the Act. The search was intended not only to recognize excellence but to identify those characteristics of program quality that readily can be incorporated into other programs throughout the country.

The awards selection process involved State nominations as well as panel and on-site reviews. First, the Assistant Secretary for Vocational and Adult Education invited each State Director of Adult Education to conduct a within-State competition or formalized screening to identify two program nominees that best met ten basic criteria of excellence.

The selection criteria incorporated the following basic concepts:

- Measurable program objectives;
- Evidence of attainment of objectives;
- Curriculum design relating to program objectives and delivery trends;
- Program environment adapted to adults;
- Coordination with other agencies and institutions;
- Provisions for evaluation and feedback by students and others affected;
- Successful recruitment and retention strategies;
- Evidence of student learning goal attainment;
- Staff development opportunities regularly provided;
- Regular evaluation of key program components.

A panel of experts convened by the Department examined each State nomination against the selection criteria and provided a list of those programs recommended for further, on-site evaluation by senior staff from the Division of Adult Education. A second panel of experts then examined the site visitors' findings along with the original nomination materials, to identify the six programs that subsequently received the Secretary's Award and the seven other programs that are recognized as "National Finalists."

The thirteen programs, both award recipients and finalists, summarized in this booklet are organized by kind of delivery service, consisting of local education agencies, private agencies, and postsecondary institutions. Each summary includes a brief narrative description of the program and its special features. The six award recipients are identified by the asterisk (*) located near their titles in the Table of Contents. We have provided the name of the program director as well as the program address and telephone number for those who wish to secure more information.

PART I
LOCAL EDUCATION AGENCY PROGRAMS

BALTIMORE COUNTY ABE/GED/ESOL PROGRAM

Baltimore County Public Schools
Office of Adult Education
6901 Charles Street
Towson, Maryland 21204

Program Director: Bert Whitt
(301) 887-4064

Funding:

Federal - $ 183,000	Local - $ 87,035
State - $ 12,000	Private - $ 19,600

Number of Students Served in FY 1988: 3,614

Program Description: This program involves extensive cooperation between public service agencies and the private sector. Nonreading and low-literate adults are referred to it by social service agencies, churches, libraries, medical facilities, and business and industry. The students are placed, according to their needs, into a variety of educational delivery systems that include part-time classes, home tutoring, a year-round learning center, and contractual classes held on the premises of businesses, governmental agencies, and institutions. Both day and evening classes are available. Reading and learning disabilities specialists assist teachers and tutors with strategies tailored to the assessed needs of learning disabled students. The program directly, or through referral to other agencies, provides a host of support services, including vocational assessment and evaluation, counseling, career exploration, and minicourses in such areas as job seeking/keeping, immigration and naturalization, and self-concept enhancement. It sponsors an annual Literacy Networking Conference to bring together the agencies and organizations that provide relevant services.

Special Features:

(1) The collaborative aspect of this project provides a wealth of services to students. These services and the organizations that contributed to making them possible include the following:

- AT&T provides grant money for basic education instruction by the public schools, as well as for prevocational and vocational skills training at local community colleges. Company employees and retirees serve as "cheerleaders" to encourage students as they take classes and seek jobs.

- Volunteers-in-Partnership (VIP) trains over 200 volunteers annually to serve as classroom aides or as home-based tutors.

- The Baltimore County Public Library provides free meeting rooms for classes, tutors, special materials, and book lists.

- Some thirty businesses participate in the program's annual Career Night.

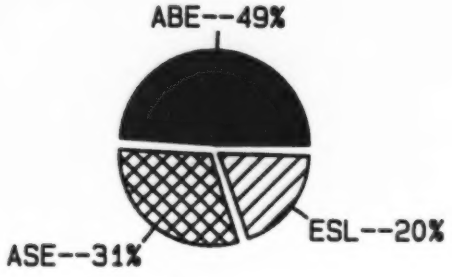
- Rotary Clubs, Lions Clubs, and private nonprofit groups provide funds for materials for students with special needs.

- An Adult Education Advisory Committee, consisting of representatives from some 24 agencies, organizations, and businesses, helps with publicity, proposal reviews, budget hearings, Career Night, and Adult Education Week Open House.

(2) The program has designed and published a competency-based English as a Second Language management system entitled Real-Life English. The system outlines functional competencies in the areas of listening, speaking, reading, and writing, as well as in culture. Evaluation standards are listed for each competency.

(3) The program conducts an annual internal evaluation that surveys staff, students, Advisory Committee members, as well as students who withdrew before course completion. It adjusts its goals, objectives, and services in accordance with the findings.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 BALTIMORE COUNTY, TOWSON, MARYLAND



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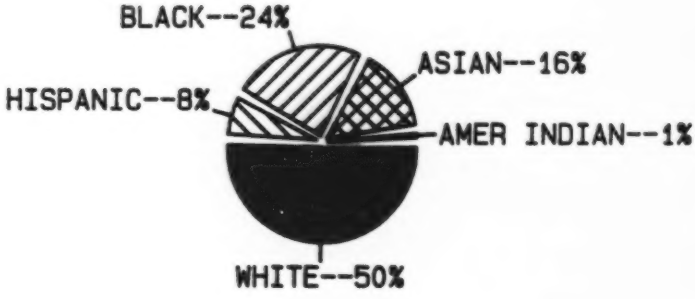


ETHNICITY

ENROLLMENT DATA BASED UPON 3,614 PARTICIPANTS

ENGLISH AS A SECOND LANGUAGE

ABC Unified School District-Adult School
12254 E. Cuesta Drive
Cerritos, California 90701

Program Director: Betty Gerhardt
(213) 926-6734

Funding: Federal - $ 61,000 State - $ 1,215,498

Number of Students Served in FY 1988: 1,120

Program Description: The ABC Adult School English as a Second Language (ESL) Program provides morning, afternoon, and evening classes to students of over 20 nationality backgrounds. The program focuses upon the formation of accurate, appropriate communication skills and upon the ability of the participant to function in the adult American community. It takes into account individual needs. It uses innovative classroom practices such as cooperative learning. Individualized staff development is a key program component.

Students are placed into this program's classes after testing and an oral needs assessment. Specific, individual learning objectives are identified. Classes at the beginning through advanced ESL levels as well as college preparatory classes are offered. The curriculum is divided into two strands:

- Skill classes that focus upon developing the basic language skills of reading, writing, speaking, and listening;
- Classes that integrate English language instruction with topics that prepare students for everyday life, employment, and citizenship. Material presented includes subjects of cultural and social interest.

The program widely coordinates its activities with other agencies and programs, such as an advisory committee of business and community leaders, the Comprehensive Adult Student Assessment System, the Southern California Network, the Regional Adult and Vocational Education Council, the Job Training Partnership Act administering organization, and a wide variety of city and community agencies and employers. It has received funding from California's Greater Avenue for Independence (GAIN) welfare program for a pilot project and participates regularly in Los Angeles county GAIN meetings.

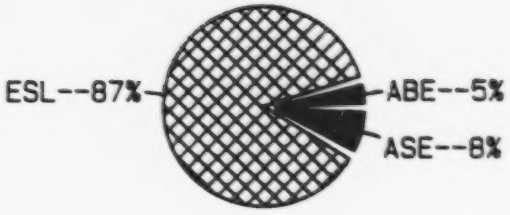
Special Features:

- This program uses a wide variety of approaches to determine the extent to which its objectives are being achieved, including pre and post standardized testing, teacher constructed tests, the results of applied performance, Advisory Committee input, student and teacher surveys, classroom observations, and goal attainment surveys. The program's standards for successful performance are made available to all interested parties.

- The program offers a wide variety of instructional strategies to meet individual learning styles and to foster interest in learning. Instructional aides are used to assist small groups of pre-literate and beginning learners.

- The program regularly assesses the needs and interests of its instructors and provides a significant amount of paid in-service training. Teacher progress is monitored through the clinical supervision model and classroom observations. Instructors also regularly complete an evaluation questionnaire. The program makes a point of closely relating staff development to student goals and performance.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 CERRITOS, CALIFORNIA



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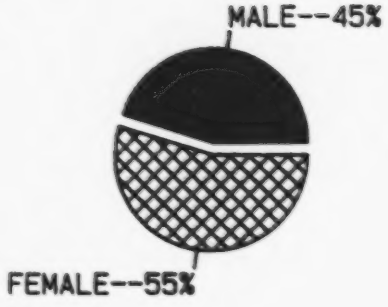

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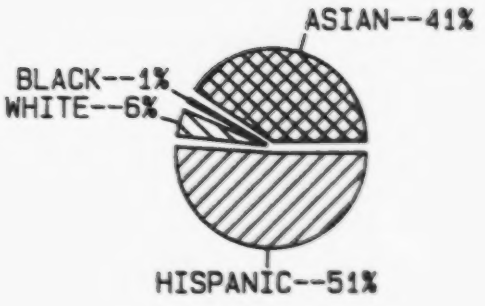


ETHNICITY

ENROLLMENT DATA BASED UPON 1,120 PARTICIPANTS

SWEETWATER DIVISION OF ADULT EDUCATION

Sweetwater Union High School District
Division of Adult Education
1130 Fifth Avenue
Chula Vista, California 92011

Program Director: Jerry Rindone
(619) 691-5869

Funding: Federal - $ 781,755 State - $ 6,622,141 Local - $ 141,000

Number of Students Served in FY 1988: 21,050

Program Description: Likening the diversity of its offerings in adult education to the diversity of goods found in a regional shopping mall, the Sweetwater Division of Adult Education serves its patrons from four major campuses and over 60 satellite locations. In addition to the 21,050 adults served in adult education programs, approximately 14,000 other adults received instruction in vocational and job training programs conducted by the District. The Division's offerings consist of 276 competency-based courses covering Adult Basic Education, English as a Second Language (ESL), vocational training, and programs for special populations such as parents, older adults, handicapped students, and high risk youth. These courses' measurable objectives are developed from input from students, the community, and the adult education staff. The course materials receive continual evaluation from staff and from community advisory groups. Fifty-one of the courses were revised within the past year, including Multi-Level ESL Starter materials that were cited by the State's Dissemination Network for Adult Educators as providing an exemplary program.

This program's students--after extensive assessment from a battery of available strategies--agree to individual educational or training service plans that are developed with the help of teachers, academic and vocational counselors, job developers, and dropout recovery specialists. These staff members also guide students toward achieving their goals. Goal attainment is further enhanced by the variety of this programs's instructional approaches, which range from individualized learning to large group instruction, and from traditional materials to high-tech delivery systems.

Special Features:

- Concrete proof of the success of the Division is found in the significant number of course completers, who earn various diplomas and certificates, obtain citizenship, or continue on to higher education.

- Computer-assisted instructional laboratories, containing state-of-the-art equipment such as laser interactive video, are operated throughout the District to supplement classroom instruction.

- The majority of the Division's staff are permanent, full-time adult educators, who are highly trained and fully credentialed.

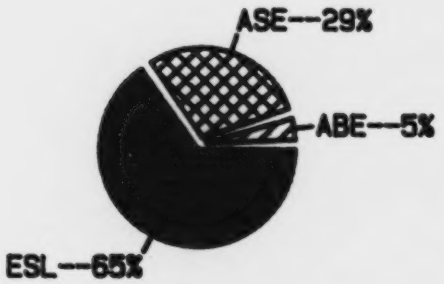
- The Division is well served by a strong business/adult education network, which pays off in referral of students, on-the-job training, and hiring of graduates. Community-based agencies coordinate work experience programs with adult education basic skills classes and provide services beyond those of the District.

- Linkages with more than 136 community programs, agencies, and businesses provide an exchange of services and information to program staff and participants. To serve community needs, the Division, in the past three years, obtained funds from ten State or Federal programs.

- Multiple strategies are used in the recruitment of students. These consist of extensive mailings; distribution of flyers and brochures; radio, television, and newspaper advertising; staff presentations in the community; use of community-based organizations and program alumni to spread the word; and operation of co-sponsored classes.

- The Division makes a point of creating a climate for the free exchange of ideas between staff and students. It actively seeks student input through both personal interviews and evaluation forms. Additionally, students are called upon to participate in assessment of various aspects of the Division during accreditation reviews conducted by the Western Association of Schools and Colleges.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 CHULA VISTA, CALIFORNIA



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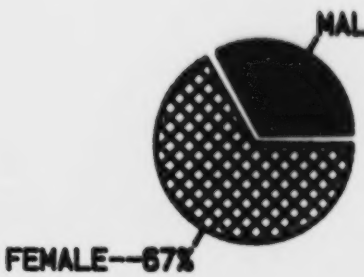

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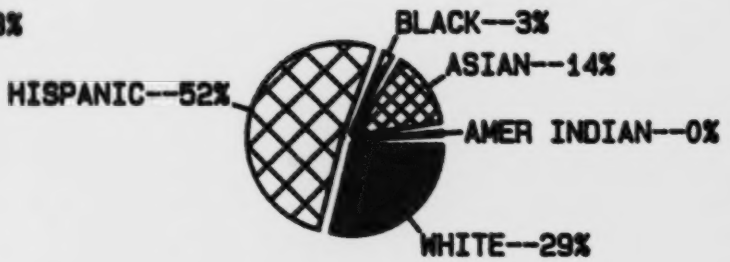


ETHNICITY

ENROLLMENT DATA BASED UPON 21,050 ADULT EDUCATION PARTICIPANTS; AN ADDITIONAL 14,000 ADULTS WERE SERVED IN ADULT VOCATIONAL TRAINING

RICHLAND DISTRICT ONE ADULT/COMMUNITY EDUCATION

Richland School District One
1616 Richland Street
Columbia, South Carolina 29201

Program Director: Dr. Carl Medlin
(803) 733-6204

Funding:

Federal - $ 81,762	Local - $ 261,921
State - $ 228,426	Private - $ 500

Number of Students Served in FY 1988: 2,966

Program Description: This highly successful program's main aim is to improve student employability. The workplace-related aspects of the program include job search workshops. In the 1987-88 program year, the program's business education courses and staff were doubled. During the past five years, 3,000 of this program's students have earned GED/high school diplomas. In 1988 alone, 270 students were placed in jobs. Students participate in devising their own courses of study, aided by the recording of their personal objectives in the program's computerized management system. The program offers students a variety of instructional methods. Learning outcomes are competency-based. The program's wide range of services results from its many cooperative relationships with other agencies. The program has made its accessibility to students an on-going issue, as demonstrated by convenient sites, student-rate bus fares, and the formulation of a child care plan.

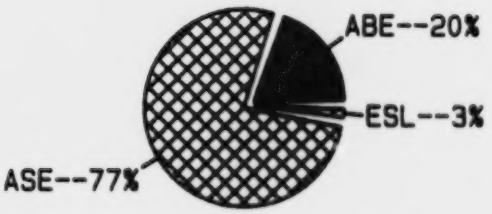
Special Features:

- Through its many cooperative relationships, the Adult/Community Education Program receives both urban and rural students possessing a wide variety of interests and backgrounds. Referrals to the program come from public welfare agencies, public and private employers, churches, and secondary and postsecondary schools. Single parent homemakers are a specially targeted population.

- As part of the program's commitment to accessibility, classes are cosponsored by a variety of organizations and currently can be found at 22 sites. These classes are evaluated continually and, if necessary, redesigned to meet the changing needs of the adult population, who once enrolled, find themselves subject to aggressive retention strategies.

- This program has exercised a leadership role in designing a state-of-the-art computer-managed curriculum. The competency-based curriculum is matched to every skill objective. The complementary instructional material can be customized to meet the learning needs of even those students of limited learning capacity. The system's ease of revision is one of its particular strengths.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 COLUMBIA, SOUTH CAROLINA



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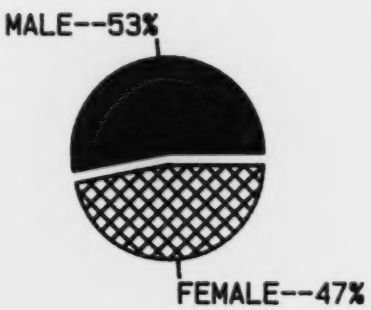

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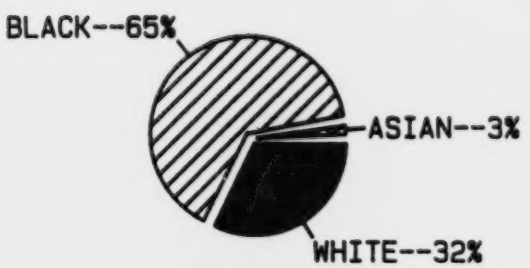


ETHNICITY

ENROLLMENT DATA BASED UPON 2,966 PARTICIPANTS

JEFFERSON COUNTY ADULT EDUCATION PROGRAM

Jefferson County Public Schools
4409 Preston Highway
Louisville, Kentucky 40213

Program Director: Tom Hale
(502) 456-3400

Funding:

Federal - $ 108,480	Local - $ 89,550
State - $ 725,543	Private - $ 106,207

Number of Students Served in FY 1988: 4,860

Program Description: The Jefferson County Public Schools Adult Education Program is focused upon improving its community's economic development through producing a better educated work force. It provides basic literacy training, adult basic education, GED (high school equivalency) instruction, English language development for non-native speakers, pre-employment skill training, and deaf sign language instruction. Drawing upon its community's population of adults who do not have a high school diploma, the program accepts, on an open entry/open exit basis, all level of students needing its services. The program offers part-time, evening classes in 13 schools and in 20 additional sites such as correctional facilities, libraries, community centers, businesses and churches. Its up-to-date instructional resources include learning laboratories that are open in the daytime and evenings. Its fully certified teaching staff is supplemented by some 275 trained volunteers.

Special Features:

- Recruitment and Program Marketing --

  The program maintains a continuous marketing effort that uses printed materials and public service videos. It draws upon the cooperation of numerous community agencies and organizations. As a result of this program's high-visibility recruiting techniques, the county judge both challenged area businesses to encourage their employees to obtain their GED certificates and formed a task force to support work site literacy efforts. The task force produced a sample GED test, which was adopted for a state-wide promotional campaign.

- Curricular Materials --

  The program provides instructional manuals for teachers covering objectives, materials, supplementary exercises, and evaluation. It annually obtains new instructional materials, which it then assesses through an evaluation instrument before adoption. Evaluation criteria include freedom from bias and appropriateness to age level.

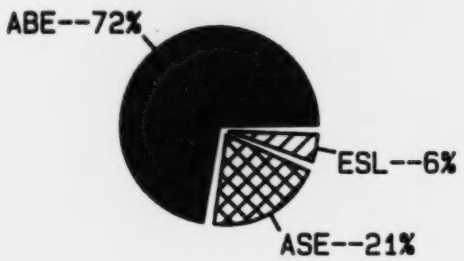
- Evaluation --

  The program maintains a multi-faceted self-evaluation process. This process includes such elements as student surveys, follow-up of absentees and dropouts, monitoring student records, observation of instructors, obtaining feedback from employers, and keeping counts on GED recipients.

- Outcomes --

  The program's success is indicated by such outcomes as a 62% rate in improving students' academic skills by at least two grade levels in 1987-88. Also, during that period, 3,379 of this program's students received GED certificates.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 LOUISVILLE, KENTUCKY



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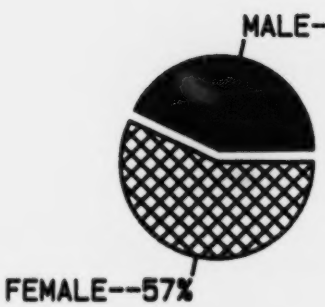

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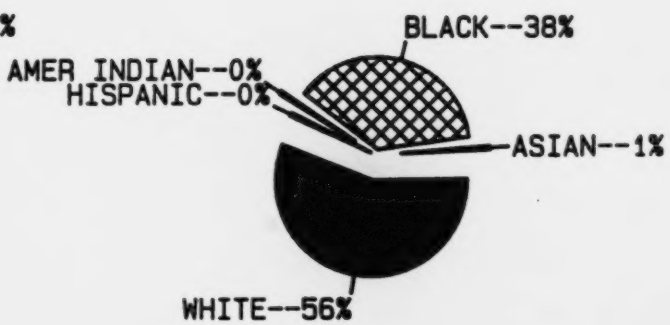


ETHNICITY

ENROLLMENT DATA BASED UPON 4,860 PARTICIPANTS

AQUIDNECK ISLAND ADULT LEARNING CENTER

Newport School Department
Spring Street
Newport, Rhode Island 21204

Program Director: Stanley P. Brown
(401) 847-7171

Funding: Federal - $ 46,923 State - $ 23,643 Local - $ 21,005

Number of Students Served in FY 1988: 492

Program Description: The Aquidneck Island Adult Learning Center provides instruction in Adult Basic Education, Adult Secondary Education, and English as a Second Language at its main location and at six satellite locations. The Center offers morning, afternoon, and evening classes. A special class for low-income, single parents and another class specifically for parents of Head Start children have proven to be highly effective. The Center stresses personalized instruction based upon pre-tested skill levels, the objectives of the individual student, and the student's particular learning style. The Center's programs and services include an Adult Diploma modeled after the New York External Diploma Program, high school equivalency testing, and individual counseling. The Center is noted for its highly motivated staff, who successfully communicate enthusiasm for achievement to their students.

Special Features:

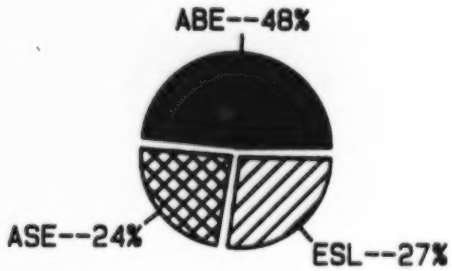
- Recruitment and Retention -- The Center's aggressive recruitment program focuses upon all segments of its target population through media advertising and through the distribution of notices at local businesses, housing projects, recreational facilities, and community centers. Its retention strategies include coordination of its programs with area schools and Project Head Start

- Curriculum Development -- Frequent staff meetings and workshops provide settings in which staff discuss curriculum modifications as well as new instructional methods and materials.

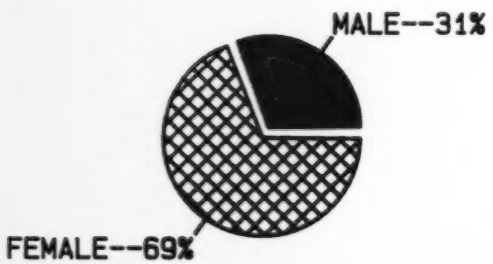
- Program Outcomes -- The program actively measures its outcomes through monitoring students' accomplishments continuously while they are enrolled and through obtaining feedback from various sources about those who complete their studies.

- Instructional Methods -- While one-on-one instruction with teachers or tutors and small group instruction are used primarily, the Center also makes able use of computers, video tapes, and cable television.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 AQUIDNECK LEARNING CENTER NEWPORT, RHODE ISLAND



EDUCATIONAL FUNCTIONING LEVEL



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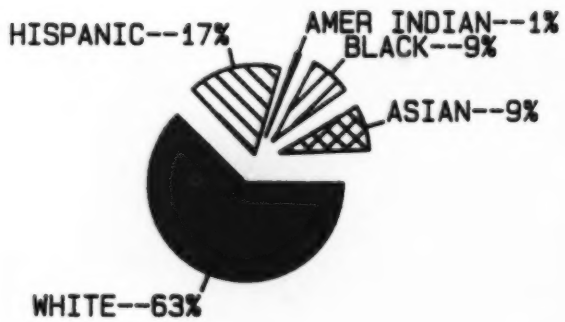


ETHNICITY

ENROLLMENT DATA BASED UPON 492 PARTICIPANTS

GORDON ADULT EDUCATION CENTER
ESL PROGRAM

Gordon Adult Education Center
35th and T Streets, N.W.
Washington, D.C. 20007

Program Director: Mrs. Sonia Gutierrez
(202) 282-0140

Funding:

Federal - $ 222,308 State - $ 930,109

Number of Students Served in FY 1988: 3,802

Program Description: This program provides instruction in English as a Second Language to the adult foreign-born student. Drawing upon the enormously varied immigrant, refugee, and diplomatic population of Washington, D.C. the program offers morning, afternoon, and evening sessions. Attention is given to both the cultural and linguistic needs of this program's students. Offerings include vocational training and counseling as well as general "survival skills." The program offers a wide variety of instructional approaches that include individual work with volunteer tutors and weekly sessions in audio, video, and computer resource laboratories.

Special Features:

- Supportive services --

  Gordon Center's Supportive Services Department offers a comprehensive counseling program geared to fostering students' social/emotional adjustment and featuring a strong academic/career guidance component. These services include college preparation, college and career placement, and extensive follow-up support.

- Recruitment --

  The program successfully uses a variety of media to recruit students, including radio and the press. It also involves community-based organizations and program alumni in the referral of prospective students.

- Coordination --

  The program maintains a successful network with community-based organizations, churches, and academic and health institutions within Washington, D.C. It has received substantial financial support from a number of them.

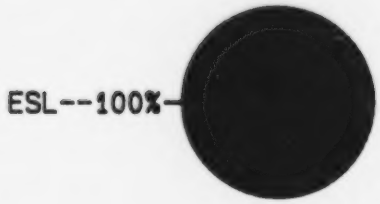
- Career placement --

  Through the maintenance of a central job bank and bulletin board, the program's Career Placement Specialist has a record of outstanding success in placing students in appropriate occupations and training.

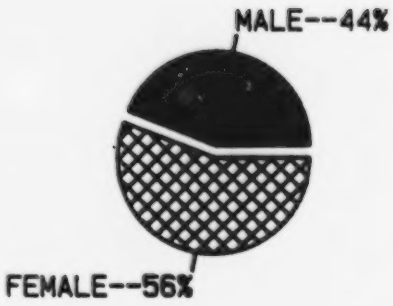
- Evaluation --

  The program monitors how well students meet instructional goals that are based upon six levels of English as a Second Language in four skill areas. It gathers impact information on a monthly basis concerning student retention and goals completion. It conducts follow-up studies to determine whether students achieve such objectives as entering college or obtaining American citizenship.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 GORDON CENTER, WASHINGTON, D. C.



EDUCATIONAL FUNCTIONING LEVEL



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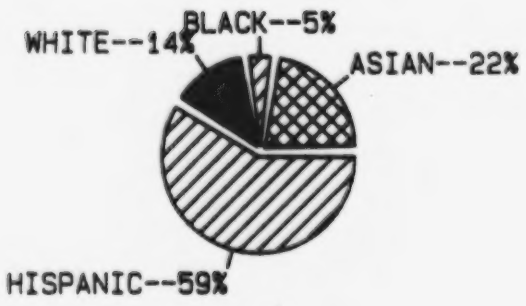


ETHNICITY

ENROLLMENT DATA BASED UPON 3,802 PARTICIPANTS

PART II
PRIVATE AGENCY PROGRAMS

DOVER, NEW HAMPSHIRE
ADULT BASIC EDUCATION PROGRAM

Dover Adult Learning Center
22 Atkinson Street
Dover, New Hampshire 03820

Program Director: Deborah Tasker
(603) 742-1030

Funding: Federal - $ 48,843 Local - $ 11,400 Private - $ 4,000

Number of Students Served in FY 1988: 703

Program Description: The Dover Adult Basic Education (ABE) program is located in a downtown church building that was purchased by the city for use as an adult education center. The program provides day and evening classes in basic education, GED (high school equivalency) preparation, and English as a Second Language. A special pre work program for teenage dropouts is offered. Free on-site child care is available to daytime participants. An ABE counselor meets with new participants and provides follow-up services. The program reaches out into the community by providing instruction at housing complexes for the elderly, the county correctional facility, workplaces, and a well-equipped library literacy center. The program cooperates with other agencies and organizations to provide additional student support, such as child care, services under the Job Training Partnership Act, and an annual fair devoted to showcasing the offerings of local colleges and job training programs.

Special Features:

This program is noteworthy for the outstanding quality of all aspects of its operation. These include:

1) Periodic staff meetings to assess the program's progress towards its goals;

2) Using a wide range of instruments to assess individual student progress;

3) Assisting students who fail to attain objectives to find other personal growth options;

4) An individualized instructional approach that takes into account student goals and learning styles;

5) Use of volunteers to provide additional help in basic classes;

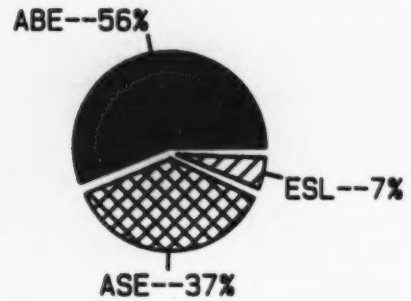
6) Offering special speakers on topics of high interest and otherwise varying the program to maintain students' interest in learning;

7) Using real-life instructional materials or special materials for disabled students whenever appropriate;

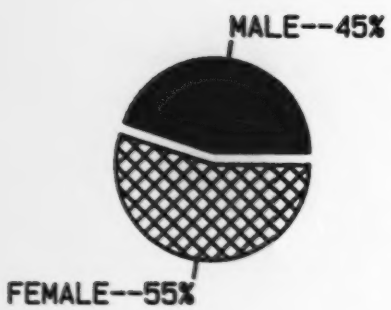
8) Conducting a constant search for new and better instructional materials; and

9) Documenting both its strong record of student accomplishments during the program and evidence of student success in the year following program completion.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 DOVER, NEW HAMPSHIRE



EDUCATIONAL FUNCTIONING LEVEL



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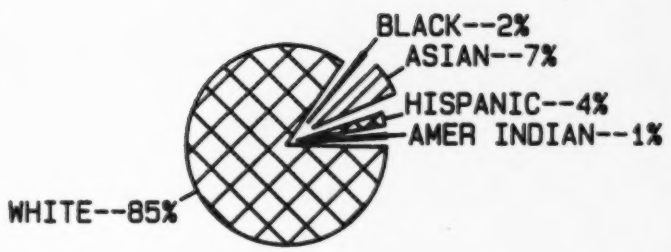


ETHNICITY

ENROLLMENT DATA BASED UPON 703 ADULT EDUCATION PARTICIPANTS; AN ADDITIONAL 203 WERE SERVED IN VOCATIONAL AND 1013 IN COMMUNITY ENRICHMENT

LAFAYETTE ADULT READING ACADEMY

604 North 6th Street
Lafayette, Indiana 47901

Program Director: JoAnn Vorst
(317) 742-1595

Funding:

Federal - $ 168,103	Local - $ 29,765
State - $ 174,630	Private - $ 17,200

Number of Students Served in FY 1988: 680

Program Description: First funded as a Right to Read project in 1976, the Lafayette Adult Reading Academy (LARA) is a cooperative program of the Lafayette School Corporation and the Young Women's Christian Association. The program provides out-of-school youth and adults with a customized learning experience based upon their individually assessed educational needs, abilities, and learning styles. Its instructional system provides a written record of each learner's goals, sequence of study, and daily learning plan. Instruction is offered to students of all ability levels, grades 0 through 12, and includes GED (high school equivalency) preparation, Adult Basic Education, and English as a Second Language. Learner achievements are documented and evaluated.

In addition to attending to students' academic needs, LARA promotes personal, social and citizenship skills, including job literacy and pre-employment skills. It offers instruction at two satellite sites as well as at its main location. This successful program trains and uses volunteers as tutor assistants and diagnostic aides and has a professional counselor who works both with individuals and with groups. It also boasts a strong public relations effort, not only to recruit students and volunteers, but to promote general public awareness of literacy issues. A community-based advisory board assists the LARA Director in strategic planning.

Special Features:

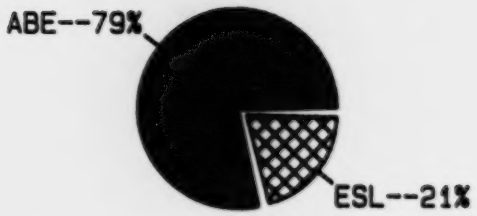
- Job awareness, pre-employment skills training, and job hunting form an integral part of the LARA program. The program maintains contacts with local organizations and institutions that provide job training. It provides workshops on job search techniques, brings in speakers from business and industry, and provides field trips to job sites. Staff have received in-service training on how to assist students with job searches.

- The program's public relations effort includes coordination activities with some 155 local agencies, institutions, clubs, businesses, and industries. The Director, counselor, and teachers serve on local boards and attend meetings of appropriate groups. On behalf of the LARA, the Director undertakes 24-30 speaking engagements per month.

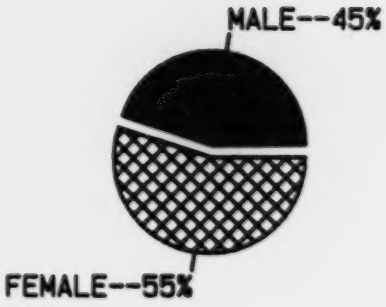
- This program has enhanced its accessibility by arranging for nearby low cost child care and reduced bus fares.

- A Job Training Partnership Act program was conducted for 95 hospital employees who lacked basic literacy skills who were employed in clerical and custodial positions.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 LAFAYETTE, INDIANA



EDUCATIONAL FUNCTIONING LEVEL



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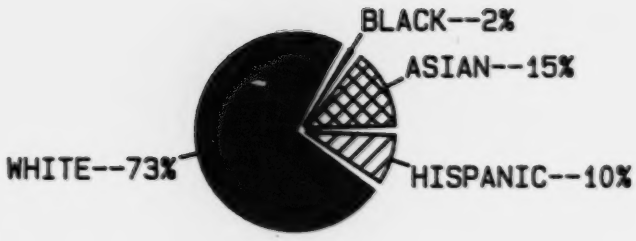


ETHNICITY

ENROLLMENT DATA BASED UPON 680 PARTICIPANTS

TRI COUNTY OIC ADULT EDUCATION

Tri-County OIC
1600 Martin Luther King Boulevard
Harrisburg, Pennsylvania 17103-1941

Program Director: Jeffrey Woodyard
(717) 238-7318

Funding:

Federal - $ 58,359	Local - $ 18,824
State - $ 66,450	Private - $ 5,000

Number of Students Served in FY 1988: 510

Program Description: Tri-County Opportunities Industrialization Center, Inc., (OIC) provides both academic and vocational training skills. The OIC's services range from outreach through job placement and follow-up. This non-profit center serves members of the workforce, as well as the homeless, the homebound, and single parents. Tailoring its programs to these populations, the OIC offers classes at locations within the community convenient to the participants. It uses a variety of instructional methods, including one-on-one tutoring and computer-assisted instruction. Instruction follows an individual plan based upon an assessment of the student's educational needs. Classes offered include those in ESL (English as a Second Language), ABE (basic education/life skills/pre-GED), and GED (high school equivalency) preparation.

Special Features: Linkages with community-based organizations, public agencies, churches, adult literacy service providers, local homeless shelters, and business and service organizations are an important part of the OIC's program and provide the support systems that free them to focus upon their education. The linkages successfully have served:

- Homeless men and women --

  Through the Harrisburg area Bethesda Mission, the OIC has provided ABE and GED instruction that enabled the participants to increase their levels of self-esteem and their life-coping skills needed for survival in the community.

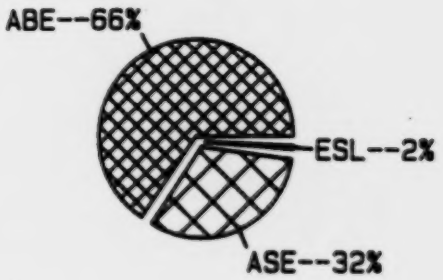
- Hershey Foods Company employees --

  This workplace literacy program enables company employees to acquire their GED diplomas. The program's high success rate has encouraged the company to promote the literacy cause among other companies in south central Pennsylvania.

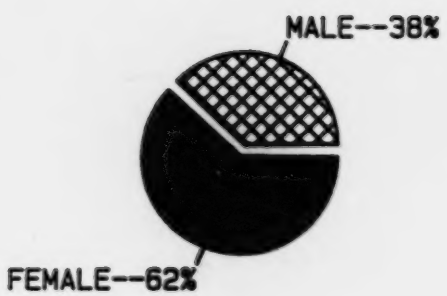
- Older learners --

  Specially designed classes for these learners range from life skills to GED test preparation. Classes are offered at senior citizens' centers, senior housing developments, and the local area agency on aging. The agency on aging and the OIC help participants to find employment upon successful completion of the GED course.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 TRI-COUNTY OIC, HARRISBURG, PENNSYLVANIA



EDUCATIONAL FUNCTIONING LEVEL



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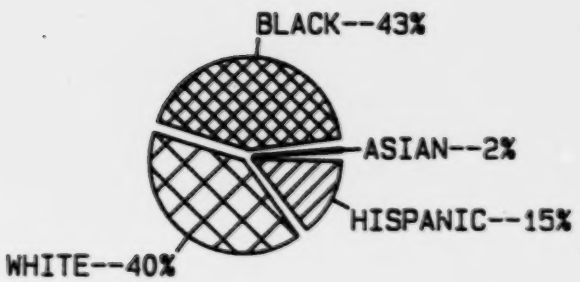


ETHNICITY

ENROLLMENT DATA BASED UPON 510 PARTICIPANTS

PART III
POSTSECONDARY INSTITUTION PROGRAMS

ADULT LEARNING CENTER

Boise State University
1910 University Drive
Boise, Idaho 83725

Program Director: Elaine Simmons
(208) 385-3484

Funding:

Federal - $ 267,000	Local - $ 20,000
State - $ 174,493	Private - $ 100

Number of Students Served in FY 1988: 4,717

Program Description: Covering a ten-county region, the Adult Learning Center serves just slightly less than half all adult education students in Idaho. The program operates full-time from two main locations, and either full-time or periodically at 28 other sites. It offers instruction and related services to students who come from a variety of settings that range from very isolated, rural areas to the State capital itself. Using an open entry/open exit enrollment process, the Center provides instruction on an individual basis, and in classes, small groups and workshops. Its offerings are of a variety that match the needs of its diverse populace. These include instruction in literacy for nonreaders, basic skills, high school equivalency subjects, and English as a second language, as well as tutoring to help students meet the entrance requirements for postsecondary vocational programs, career counseling, computer literacy instruction, Job Training Partnership Act services, and special counseling and support for displaced homemakers and single parents.

Special Features:

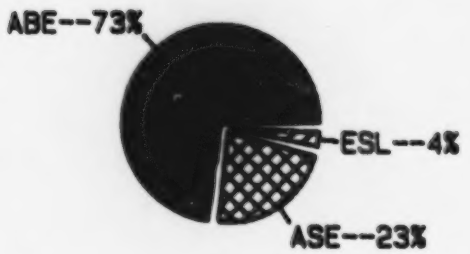
- The Center's program is well coordinated with programs of other agencies and organizations such as vocational rehabilitation agencies, health and welfare agencies, and JTPA service providers. The resulting services include on-the-job training placement, day care for children, transportation assistance, and academic and career counseling.

- The Center serves disabled students through use of special strategies that consist of large-print materials, magnifying devices, audio and video tapes, and computer programs, including voice-activated computer programs.

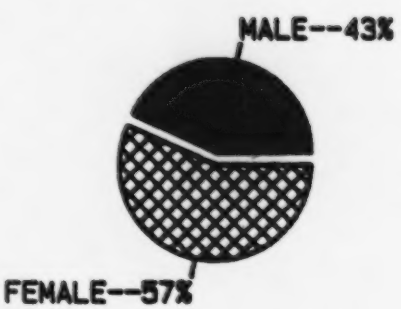
- The Center regularly seeks feedback on program effectiveness, through written surveys administered both during the student's enrollment period and upon his or her exit from the program, and through follow-up telephone surveys.

- There is a tracking system for measurable student achievements such as skills and competencies acquired, tests passed, program services used, education continued, employment obtained, and citizenship achieved. This information is included in student records and on computer.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 BOISE STATE UNIVERSITY



EDUCATIONAL FUNCTIONING LEVEL



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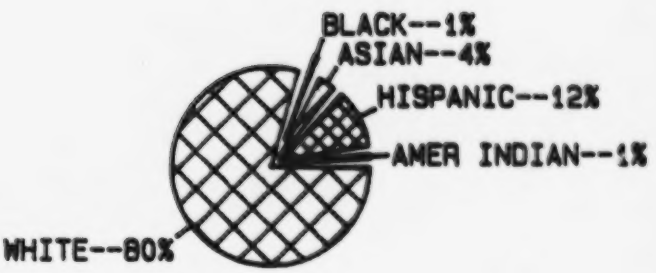


ETHNICITY

ENROLLMENT DATA BASED UPON 4,717 PARTICIPANTS

ADULT EDUCATIONAL DEVELOPMENT DEPARTMENT

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Program Director: Patricia Mulcrone
(312) 397-3000 x2223

Funding:

Federal - $ 188,995	Local - $ 326,727
State - $ 201,409	Private - $ 94,224

Number of Students Served in FY 1988: 3,400

Program Description: The Adult Educational Development (AED) Department has served thousands of disadvantged adults. Its target population includes those of limited English proficiency, the jobless, and minorities. In addition to specific subject matter content in reading, English, and mathematics, all of the AED Department's course offerings focus upon the improvement of cognitive skills. Literacy classes for the limited English proficient include instruction in everyday practical English conversation as well as in basic reading and writing. The counseling and guidance services provided by the program's classroom instructors are supplemented by the services of a Student Advisor and a Job Training Partnership Act Job Developer. The program provides a full range of classes at its main campus and at three off-campus centers. Courses also are offered at six workplaces in the Harper College district. The AED Department has been in the forefront of the emerging partnership between business and industry and education, working with many companies in its area to respond to their needs and the needs of their employee-students.

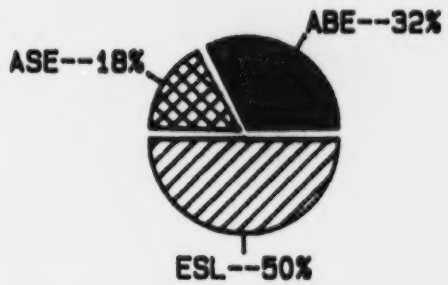
Special Features:

- The Department's curriculum places emphasis upon the higher level critical thinking and problem solving skills. The curriculum also is customized to meet the needs of students enrolled in workplace literacy skills classes.
- The program uses extensive diagnostic testing both during the registration process and after students' placement in classes. The placement instruments were developed and field tested by the AED Department staff. The staff is working on matching the results of non-native diagnostic instruments with the reading levels of native speakers sought by business and industry.

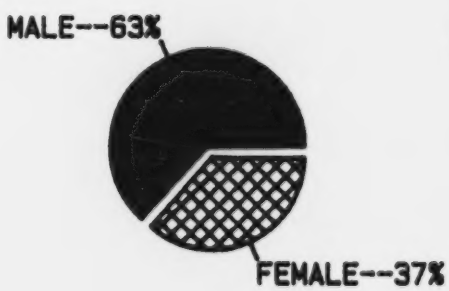
- The AED Department provides a strong staff development program that includes training opportunities at the local through national levels. An in-house activity, based upon the identified needs of the instructors, is offered each eight-week term.

- Regular evaluation is a key component of this program. Efforts in this regard include student surveys; assessment of enrollment patterns; an annual formal, multi-step evaluation of staff; and periodic assessment by the State Board of Education, which also maintains computerized information on enrollment and other data.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 WILLIAM RAINEY HARPER COLLEGE



EDUCATIONAL FUNCTIONING LEVEL



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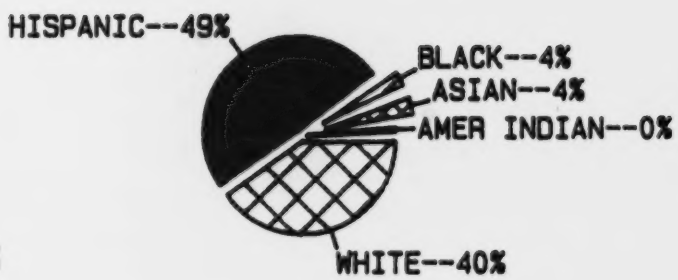


ETHNICITY

ENROLLMENT DATA BASED UPON 3,400 PARTICIPANTS

ADULT EDUCATION PROGRAM

Seattle Central Community College
Basic Studies Division
1701 Broadway
Seattle, Washington 98122

Program Director: Rachel Hidaka
(206) 587-4180

Funding: Federal - $ 105,862 State - $ 517,750

Number of Students Served in FY 1988: 1,205

Program Description: Seattle Central Community College's adult education program provides Adult Basic Education (ABE) at three separate skill levels, General Educational Development (GED) instruction, and instruction in English as a Second Language (ESL) to adults in the communities of Seattle's urban core. All instruction is offered within the context of life/coping skills in the areas of: Occupational Knowledge, Consumer Economics, Community Resources, Health, and Government and Law. With a philosophy that actively encourages each student's development of a positive self-image, the program accommodates a variety of learning paces and styles. The program's commitment to individualized instruction is enhanced by its Skills Lab, which provides supplementary assistance using computers and audio-visual resources.

Special Features:

- A volunteer tutoring program is now in its second year of operation at the college as a component of a four-member consortium consisting of two community colleges and two volunteer literacy groups. Tutoring is offered during both day and evening hours. A spinoff of that project now is offered at the Central Area Motivation Program site in Seattle.

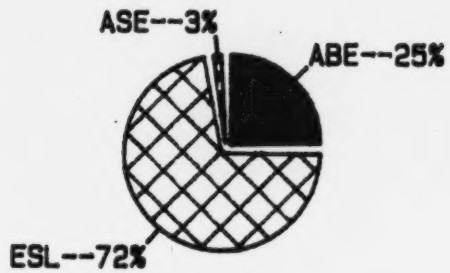
- The program participates in coordination and linkage activities with community and governmental agencies as well as with business and industry. The resulting services include tutor training, coordination of literacy volunteers, job training, and employment services, in addition to on-site ABE and ESL classes.

- The program regularly seeks the services of the college's very active Faculty Development Office to address the special needs of the adult education staff.

- The program regularly seeks and gives attention to guidance from its advisory committee and from cooperating agencies.

- Evaluation is an integral part of this program, which systematically studies its instructional effectiveness. The program obtains feedback both formally and informally from a variety of sources, including from students who have completed their courses.

PERCENTAGE DISTRIBUTION AMONG ADULT EDUCATION PARTICIPANTS FOR FY 1988 SEATTLE CENTRAL COMMUNITY COLLEGE



EDUCATIONAL FUNCTIONING LEVEL

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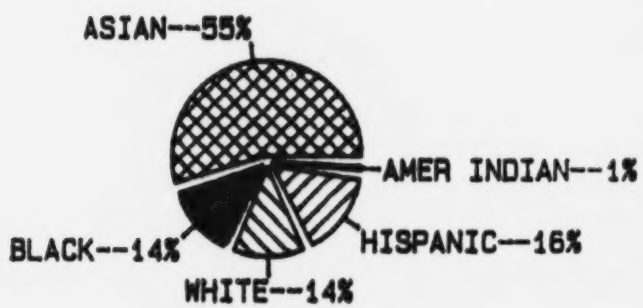

ETHNICITY

ENROLLMENT DATA BASED UPON 1,205 PARTICIPANTS

APPENDIX

REVIEW CRITERIA FOR
SECRETARY'S AWARD
FOR OUTSTANDING
ADULT EDUCATION PROGRAMS

Directions: Please indicate your numerical quality score (1 to 12) in the assigned space for each of the ten program criteria.

	Weight	Score
1. **Program has measurable objectives which are consistent with the learning goals of students and program mission.**	12	___

- o Program mission and objectives encourage adult basic education classes that will: (1) enable all adults to acquire basic literacy skills necessary to function in society, and (2) provide training and education that will enable them to become more employable, productive, and responsible citizens.
- o Each student has specific written learning objectives, developed jointly with instructional and/or counseling staff.
- o Objective statements describe measureable outcomes (such as self-improvement, educational advancement, job advancement).

Comment:

_____
_____
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	Weight	Score
2. **Program can provide evidence that these objectives are being met.**	12	___

- o Information from several sources is obtained to determine the extent to which program objectives are being achieved.
- o Reasons for not achieving objectives are identified.

Comment:

_____
_____
_____
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_____

	Weight	Score
3. **Curriculum, instructional methods, and materials are tied to program objectives, and reflect recent trends in delivery of services.**	12	___

- o The program has a written curriculum which is periodically updated, and includes clearly stated learning objectives.
- o Instructional materials, designed for adults not children, are up-to-date, free of sex and/or cultural bias, bilingual/bicultural where necessary, and appropriate to reading and mathematical levels.
- o Special materials are available for disabled students when required.
- o A variety of teaching methods and approaches are used to enable students to accomplish objectives such as small group instruction, tutoring, computer-assisted instruction, or other techniques.

Comment:

_____
_____
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	Weight	Score
4. **Program environment is appropriate and adaptable to the special needs of adult learners.**	8	___

- o Academic guidance, and career counseling, are available to students.
- o Flexible course scheduling including daytime and evening classes are available.
- o Programs are provided in sites accessible to students.
- o Facilities provide a serious atmosphere for adult learning.

Comment:

_____
_____
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_____

	Weight	Score
5. Coordination with other agencies and institutions enables program to respond to variety of needs and goals of adult learners.	10	___

- o Coordination of student services with other funding sources is evident.
- o When appropriate, information on occupational and job training is circulated to program staff and participants.
- o Day care and transportation are available for those who need it.
- o Other skill training job training, and placement programs are available to participants.

Comment:

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	Weight	Score
6. Program provides for evaluation and feedback from students, other concerned individuals, and groups; evidence is available to indicate how this feedback influences program decisions.	10	___

- o Students have regular opportunities to provide feedback to teachers and counselors on how effective they have found the program.
- o Information is regularly obtained from graduates on the adequacy of instruction in so far as it has enabled them to achieve their goals or to pursue further education and training.
- o Information is obtained from program leavers on why they left and whether they use their newly acquired skills and knowledge.
- o Feedback on effectiveness, retention and coordination is obtained from cooperating groups, organizations, and programs.
- o Program goals, objectives, and services are revised in response to evaluation findings.

Comment:

	Weight	Score
7. **Program has specific, successful strategies for recruiting and retaining students.**	8	___

- o Student recruitment and retention strategies are tailored to all segments of the target population.
- o Community based organizations and program alumni are tapped to recruit prospective students.
- o Classes are co-sponsored with various organizations to facilitate recruiting of target population.
- o Student participation data is analyzed to determine whether the target population is being recruited and retained as projected.

Comment:

	Weight	Score
8. **Program can provide evidence that student learning goals have been met.**	10	___

- o Instructors make regular assessments of students' progress against stated goals and report these data to administrators and learners.
- o Increased levels of self-confidence are reported and related to student goals and academic achievement.
- o Student gains in reading, writing, speaking, listening, computation, and problem solving are described in measureable terms.

Comment:

	Weight	Score
9. Regular staff development and in-service training opportunities are provided for program personnel.	8	___

- o Goals and objectives of staff development and in-service training are clearly defined and regularly reviewed.
- o Staff training needs and priorities are regularly assessed.
- o Staff development activities are tied to the program mission and student goals.

Comment:

	Weight	Score
10. Key program components are evaluated on a regular basis.	10	___

- o Impact information is regularly obtained from student completers and leavers.
- o Evaluations of key program components are regularly undertaken, including staff and curriculum assessments.
- o Student enrollment, instructional progress data, and fiscal information are regularly reported.

Comments:

TOTAL POINT VALUE ___